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ABSTRACT

This manual is intended as a resource for teachers who have special education students in their mainstream science classes, for curriculum adoption committees, and for publishers and consumers of science curriculum materials. Part I describes general characteristics of students with disabilities and provides general mainstreaming strategies and specific laboratory suggestions for students with various disabilities. Part II presents information related to instructional procedures that have proven effective in use with students with disabilities in mainstream classes. Topics covered include time and resource management, effective instruction, cooperative learning, peer assistance and peer tutoring, student evaluation, attention improvement, memory improvement, behavior management, adapted reading activities, motivation improvement, instructional media, computer-assisted instruction, and field trips. Part III presents adaptations for use by teachers when using specific activities during science instruction. General information is presented regarding all activities commonly performed in science classrooms, and specific suggestions are provided for activities involving measuring and pouring, human anatomy, assembling kits and models, mapping, rocks and fossils, magnetism and electricity, using microscopes, activities with plants and animals, astronomy, and other standard areas of study. Appendices provide guidelines for curriculum adoption committees, a list of science products and adaptations, and a list of related organizations and resources. Contains over 10 pages of references. (PB)

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